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ABSTRACT

The curriculum guide for the Latin program of Dade County's secondary schools establishes a uniform sequential program and describes program expectancies for each level and type of course, to serve as a basis for planning appropriate instruction. An introductory section discusses the program definition, goal, offerings, study guide format, and criteria for honors courses. Course outlines for Latin I-V, advanced placement courses in the literature of Vergil, Catullus, and Horace, and an alternative program in Roman civilization follow. For each course, a brief course description, selection considerations, specific behavioral objectives, and sample class activities are provided. Lists of basic instructional materials, supplementary materials, and films are appended. (MSE)

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FOREWORD

This Study Guide outlines the authorized Foreign Language courses for the Classical Language Program found in Curriculum Bulletin I. The expectancies for each level described in this guide are intended to serve as a basis for planning appropriate instruction and for articulation within the feeder patterns.

This Study Guide establishes a uniform sequential program for all secondary schools in the county for the Classical Language programs. The sequential program for the Spanish for Spanish Speakers Program (Spanish-S) as well as the Modern Foreign Language Program are contained in separate documents.

The expectancies put forth in this guide represent the basic core for each level in the student's language development. It is anticipated that Latin teachers throughout the county will adhere to these language development guidelines insofar as possible and will use them along with other appropriate materials in the furtherance of academic excellence.

Comments and suggestions for revision of this Course of Study for the Classical Language program are welcomed.

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CLASSICAL LANGUAGE PROGRAM

INTRODUCTION

The study of the Latin language and Classical civilization can significantly enhance the verbal and cultural awareness of students. It also serves as a foundation for advanced study in liberal arts, law, medicine and science in the areas of vocabulary, intellectual discipline, and logical thinking.

The study of Latin is effective both in improving English vocabulary and reading skills and in preparing students to learn modern foreign languages. In addition students improve their English writing skills, especially in the construction of complex sentences.

The Course of Study for Latin should enable the student to develop the ability to use the language in reading and writing. At the same time, it should reinforce his broader understanding of the phenomenon of language and communication, both in English and in Latin. Toward that end, outcomes and expectancies are stated in linguistic (vocabulary, grammar, and pronunciation) as well as in communicative (function, content/context, and accuracy) terms.

Along with the language, the study of Greek and Roman civilization contributes significantly to developing an awareness of cultural diversity as well as a deeper appreciation of our own inheritance from the Ancient World, which supplied us with many key concepts of government, politics, law, philosophy and ethics. Aspirations of people and nations today and relationships among world powers are often guided by interpretations, or misinterpretations, of ancient ideals such as democracy and liberty. With respect to the study of modern literature, the student must become familiar with the culture and literature of ancient Greece and Rome in order to be able to recognize and understand classical literary allusions.

The Course of Study in Latin is designed to present principles and structures of the Latin language necessary for reading simple stories concerning the Roman people and their mythology in Latin I and culminating in the reading of actual Latin literature in the more advanced levels. Emphasis is placed on reading for meaning, although pronunciation is taught and some oral work is used. Roman customs are studied through Latin stories supplemented by material in English and/or class lectures. Great emphasis is put on building English vocabulary derived from Latin roots.

PROGRAM DEFINITION

The secondary Latin language program emphasizes reading for meaning, grammatical structure, vocabulary study and English derivation. Roman culture and its relevance to modern society are also stressed.

PROGRAM GOAL

The goal of the secondary Latin program is to provide the student with a

continuum of study in Latin. The study of Latin will enable the student to develop skills and understandings not only of the language but also of the culture of the Ancient World.

Within the continuum of the program offerings - which extends up to five years - the program realizes two major objectives: 1) the development of communication and learning skills, and 2) the development of appreciation for human achievement in social sciences, humanities, and arts.

The first two years of the Latin program are designed to teach the basic structures, grammar and syntax, sound system, and translation skills, with a vocabulary selected for its general usefulness. The first two years also place emphasis upon the study of Roman culture (history, customs, philosophy, religion, law, art and architecture) to develop an in-depth understanding of the ancient Roman civilization and its influence on modern society.

The next years, from third through fifth year, consist of the reading and analysis of Latin literature. Cicero, Vergil, Catullus, Horace, Ovid, and Martial are examples of authors studied. Grammatical and vocabulary skills are refined. Also emphasized is the study of the lives of the authors and the historical and political backgrounds of their respective time periods.

Advanced Placement courses in Latin are available to Dade County students who wish to accelerate in this program. By availing themselves of this opportunity, the students may earn college credits while still in high school.

PROGRAM OFFERINGS

For the first year level two courses are offered, Latin I - Regular and Latin I - Roman Civilization. The latter course is of a lesser intensity than the former, with emphasis on word study and culture. Generally, this course is not intended as the prerequisite for Latin II.

For the second level there are two alternatives available, regular and honors. The general expectancies for both are the same, however; the honors course is geared for in-depth study. For specific indicators see Criteria for Latin Honors Courses.

Starting with the third level, there is no required sequence of courses. The assigned numbers (Latin III, IV, V) designate the individual courses available, not necessarily the degree of difficulty of the material. Levels three through five offer two alternatives, regular and honors. Also, two Advanced Placement courses are available for students who have successfully completed at least the first two levels of Latin.

FORMAT OF STUDY GUIDE

This Latin study guide is comprised of two parts. The first part is further comprised of two sections. The first section of Part I lists for each level of Latin the course descriptions and the expectancies for that

given level. The second section provides sample activities that are correlated to the course expectancies/objectives. These sample activities serve as a springboard for the teacher to create additional activities. Sample activities designated by an asterisk may be used with more advanced students/classes. Part II lists the recommended instructional material, both State-adopted and supplementary.

CRITERIA FOR LATIN HONORS COURSES

Students enrolled in honors courses in Latin are expected to master the core objectives in the regular program and demonstrate advanced skills in translation and critical analysis of Latin literature. Students are also expected to demonstrate greater depth of understanding of the entire spectrum of Roman civilization. Indicators of these advanced skills are as follows:

INDICATORS

1. Command of a broader vocabulary in translating
2. Ability to paraphrase to overcome lack of vocabulary
3. Ability to employ complex sentence structures rather than simple sentences in translation and composition in both Latin and English
4. A clear grasp of the mechanics of the language as evidenced when writing samples, answers to test items, and sight or written translation
5. Sophisticated application of learned grammatical structures, in preference to drill-type exercises
6. Ability to read selections from authentic Latin literature
 - a) with greater comprehension and critical analysis
 - b) with greater awareness of Greek and Roman culture.
7. Completion of outside classroom assignments that facilitate students preparation of in-depth written reports and/or oral presentations about the culture, history, and literature of Greece and Rome
8. Ability to cope with tests that permit evaluation of all learned skills: translation, reading, writing --including vocabulary and grammar usage, literary topics, and items eliciting total usage of language skills
9. Capacity to produce quality and quantity in work assignments: sophistication in content, correctness of language

LATIN PROGRAM

- 5 -

LATIN I

TITLE: LATIN 1 R

Latin I, Regular

COURSE: 751315

DESCRIPTION: A first-year course for students of Latin. In this course the students will: 1) recognize English derivatives and increase their English vocabulary based on Latin sources; 2) be introduced to the grammatical structures of Latin; 3) read simple short stories for comprehension and translate them; 4) study Roman heroes and legends, with special attention to classical myths in today's world.

SELECTION CONSIDERATIONS: This course is for students with no previous study of Latin. Florida Scholar's Program. (Grades 7-12)

LATIN I

• LANGUAGE AND MECHANICS

- ☐ Decline nouns in first, second, and third declensions including I-stem nouns
- ☐ Decline first, second, and third declension adjectives
- ☐ Conjugate and translate all regular verbs in the indicative, active and passive, all tenses, all conjugations
- ☐ Conjugate and translate the irregular verbs *sum* and *possum* in all tenses
- ☐ Form and translate the present active imperative
- ☐ Form and translate the adverb from a given adjective in the positive degree
- ☐ Decline and translate personal, interrogative, relative, and demonstrative (*is, hic, ille*) pronouns
- ☐ Recognize and write the cardinal and Roman numerals 1-12, 20, 100, 500, and 1,000 and the ordinal numerals first through tenth
- ☐ Recognize and translate the uses of the following cases
 1. Nominative - subject, predicate nominative
 2. Genitive - possession
 3. Dative - indirect object, with certain adjectives
 4. Accusative - direct object, place to which, duration of time, with certain prepositions
 5. Ablative - means, place where, manner, accompaniment, agent, time, place from which, separation, with certain prepositions
 6. Vocative - direct address
- ☐ Translate stories of varying degrees of difficulty
- ☐ Build an active and passive vocabulary of at least 500 words
- ☐ Recognize English words derived from Latin roots and comprehend the meanings of new words through knowledge of prefixes and suffixes
- ☐ Learn vowel and consonant sounds and rules of stressing syllables

• CULTURAL DIMENSIONS

- ☐ Demonstrate a knowledge of customs, history, and mythology of the ancient Romans
- ☐ Demonstrate a knowledge of the effects of Latin on the development of the English language

LATIN I

OBJECTIVE	SAMPLE ACTIVITIES
LANGUAGE & MECHANICS	
I. Decline nouns in first, second, and third declensions including I-stem nouns	A. Introduce the names and one major use of each case. B. Give the students an English sentence that demonstrates each case. The sailor's girl friend gives the woman a rose in the farmhouse. <i>Amica nautae feminae rosam in villa dat.</i> <i>amica</i> - nominative subject <i>nautae</i> - genitive possession (of the sailor) <i>feminae</i> - dative indirect object (to the woman) <i>rosam</i> - accusative direct object <i>villa</i> - ablative place where (prepositional phrase) <i>dat</i> - verb C. Using the vocabulary which accompanies each lesson, have students decline nouns in all cases, singular and plural. D. Give the students a list of nouns in Latin in various cases and numbers, and have the students parse them (give number, gender, and case). E. Give the students a list of nouns with the nominative singular, genitive singular, and gender. Have the students identify the I-stem nouns and give the rule which applies. <i>caedes, caedis, f.</i> - yes <i>miles, militis, m.</i> - no <i>aper, apri, m.</i> - no <i>nox, noctis, f.</i> - yes <i>pax, pacis, f.</i> - no <i>mons, montis, m.</i> - yes <i>mare, maris, n.</i> - yes <i>iter, itineris, n.</i> - no
II. Decline first, second, and third declension adjectives	A. Have students decline adjectives in the vocabulary in all genders singular and plural. B. Have students decline a noun with an accompanying adjective in the proper gender stressing that noun-adjective agreement does not necessarily require identical endings. <i>nauta bonus</i> <i>mater bona</i>

LATIN I

OBJECTIVE	SAMPLE ACTIVITIES																					
	<i>caput bonum</i> <i>dux bonus</i> C. Give the student nouns from all declensions and genders and have students decline them with a first and second and a third declension adjective.																					
III. Conjugate and translate all regular verbs in the indicative mood, active and passive voice, all tenses, all conjugations	A. Have students memorize all four principal parts of each verb in each vocabulary list from the beginning of the book. Refer to the general vocabulary in the back of the text. B. Have students write out the complete conjugation of several verbs from the vocabulary. C. After several tenses have been learned, have students write out synopses of verbs. Write a synopsis of <u>do</u> in the third person singular, active and passive. <table><tr><td></td><td><u>Active</u></td><td><u>Passive</u></td></tr><tr><td>Present</td><td><i>dat</i></td><td><i>datur</i></td></tr><tr><td>Imperfect</td><td><i>dabat</i></td><td><i>dabatur</i></td></tr><tr><td>Future</td><td><i>dabit</i></td><td><i>dabitur</i></td></tr><tr><td>Perfect</td><td><i>dedit</i></td><td><i>datus est</i></td></tr><tr><td>Pluperfect</td><td><i>dederat</i></td><td><i>datus erat</i></td></tr><tr><td>Future Perfect</td><td><i>dederit</i></td><td><i>datus erit</i></td></tr></table> D. Give students a list of verbs in various tenses and voices and have the students analyze (give person, number, tense, voice, and mood) and translate them. <i>amabatur</i> - third person singular, imperfect passive indicative - he, she, it was (being) loved E. Have students analyze verbs from selected reading passages. F. Give students a list of active verb forms and change them to the passive voice or vice versa. G. Give students a list of singular verb forms and change them to the plural or vice versa.		<u>Active</u>	<u>Passive</u>	Present	<i>dat</i>	<i>datur</i>	Imperfect	<i>dabat</i>	<i>dabatur</i>	Future	<i>dabit</i>	<i>dabitur</i>	Perfect	<i>dedit</i>	<i>datus est</i>	Pluperfect	<i>dederat</i>	<i>datus erat</i>	Future Perfect	<i>dederit</i>	<i>datus erit</i>
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Present	<i>dat</i>	<i>datur</i>																				
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Pluperfect	<i>dederat</i>	<i>datus erat</i>																				
Future Perfect	<i>dederit</i>	<i>datus erit</i>																				
IV. Conjugate the irregular verbs <i>sum</i> and <i>possum</i> in all tenses	Refer to sample activities listed in Objective III.																					

LATIN I

OBJECTIVE	SAMPLE ACTIVITIES
V. Form and translate the present active imperative	A. Give students a list of verbs and have them give the imperative forms and translate them.
VI. Form and translate the adverb from a given adjective in the positive degree	A. Given students a list of adjectives and have them form and translate the corresponding adverbs.
VII. Decline and translate personal, interrogative, relative, and demonstrative pronouns	A. Have students learn the declensions of personal, interrogative, and relative pronouns. B. Since demonstrative pronouns are also used as adjectives, refer to the sample activities under Objective II. C. Give students English sentences containing interrogative and relative pronouns with the pronouns underlined. Have students give the Latin translation and case usage for each underlined word. For the relative pronouns also give the antecedent. The girl <u>to whom</u> I gave the money is my sister. <u>cui</u> - dative indirect object antecedent: girl <u>Who</u> - Who is that masked man? <u>Quis</u> - nominative subject
VIII. Recognize and write the cardinal and Roman numerals, 1-12, 20, 100, 500, and 1000 and the ordinal numerals first through tenth	A. Give the students a list of the cardinal and ordinal numerals in Latin for memorization. B. Give the students a list of Arabic numerals and have them convert them to Roman numerals and vice versa. C. Also refer to the activities listed in Objective II.
IX. Recognize and translate the uses of the following cases: 1) Nominative - subject, predicate nominative; 2) Genitive - possession; 3) Dative - indirect object, with cer-	A. Give students a list of English sentences with one or more nouns in each sentence underlined. Have students give the case usage and translate the underlined words. One or two sentences may be translated entirely into Latin. The <u>sailors</u> told the <u>boys</u> <u>stories</u>. sailors: nominative subject - <i>nautae</i> boys: dative indirect object - <i>pueris</i> stories: accusative direct object - <i>fabulas</i>

LATIN I

OBJECTIVE	SAMPLE ACTIVITIES
tain adjectives; 4) Accusative - direct object, place to which, duration of time, with certain prepositions; 5) Ablative - means, place where, manner, agent, accompaniment, time, place from which, separation, with certain prepositions; 6) Vocative - direct address.	The fish jumped <u>out of the water</u>. a. ablative place where b. accusative place to which c. ablative place from which d. dative with certain prepositions a. <i>ab aqua</i> c. <i>ad aquam</i> b. <i>aquae</i> d. <i>ex aqua</i> B. Give Latin sentences and have students give case and usage of the nouns and translate the sentences. C. Using a selected reading passage, have students give the case and usage of the nouns. D. Have students prepare a grammar notebook. Include the grammar rule, examples in Latin and English, and any variations or exceptions. Dative with certain adjectives: The dative case is used with certain adjectives such as <u>kind</u>, <u>friendly</u>, <u>dear</u>, <u>pleasing</u>, <u>hostile</u>, <u>near</u> and their opposites. The gift was pleasing <u>to the girl</u>. <i>Donum erat gratum puellae.</i>
X. Translate stories of varying degrees of difficulty	A. Assign a portion of a story as written homework with the remaining portion to be translated at sight in class. B. Divide a story so that each student translates only a small portion.
XI. Build an active and passive vocabulary of at least 500 words	A. Give a vocabulary quiz at the end of one or more lessons. B. Divide the class into two teams. Give the first student on one team a Latin word and the student must give the English meaning or vice versa. If the student gives the correct answer, go to the first student on the second team with the next word. If the student gives a wrong answer, that team receives a point, and the other team gets a chance to give the correct answer. The team with the fewest points wins. Each member of the winning team may receive extra credit. C. Use flash cards to review vocabulary.

LATIN I

OBJECTIVE	SAMPLE ACTIVITIES
XII. Recognize English words derived from Latin roots and comprehend the meanings of new words through knowledge of prefixes and suffixes	A. Have students give an English derivative for each Latin word on vocabulary quizzes. B. Have students prepare a derivative notebook. Students list vocabulary words by lesson. For each Latin word give an English derivative and the meaning of the English derivative. C. Divide English words into prefix, root, and suffix and discuss the meanings of each component.
XIII. Learn vowel and consonant sounds and rules of stressing syllables	A. Have students pronounce the vocabulary words given in each lesson. B. Have students practice reading aloud all or part of the stories and sentences in each lesson and correct them where necessary.
Cultural Dimensions	
XIV. Demonstrate a knowledge of customs, history, and mythology of the ancient Romans	A. Have students read Latin stories or English essays in the texts available. B. Supplement material with films, filmstrips, slides, and/or lectures. C. Have students recreate an authentic Roman meal such as breakfast (<i>ientaculum</i>), lunch (<i>prandium</i>), or a Roman banquet. *D. Have students prepare oral or written reports on selected topics. *E. Have students read fiction or non-fiction books on appropriate topics and prepare oral or written reports. *F. Have students create projects such as: 1. paintings/drawings 2. mosaics

* It is suggested that these sample activities be used with more advanced students/classes.

LATIN I

OBJECTIVE	SAMPLE ACTIVITIES
	3. models 4. needlework 5. sculpture 6. maps/charts 7. posters 8. notebooks 9. audio-visual presentations 10. costumes 11. games

LATIN II

TITLE: LATIN 2 R

Latin II, Regular

COURSE: 751415

DESCRIPTION: A second-year course for students of Latin. In this course the students will: 1) practice additional grammatical structures through reading, translation, and related exercises; 2) continue the study of Roman history and/or the life and customs of groups under Roman rule or influence; 3) study readings on Hannibal; 4) be introduced to Caesar's campaigns.

SELECTION CONSIDERATIONS: The student is expected to have completed one year of previous study of Latin. Florida Scholar's Program. (Grades 7-12)

TITLE: H LATIN 2

Latin II, Honors

COURSE: 751425

DESCRIPTION: An accelerated second-year course for students of Latin. There is increased attention to the study of grammatical structures and to reading and translation, particularly readings on Hannibal. The students study Caesar and Caesar's campaigns with particular interest in their influence on Roman history or life and customs of groups under Roman rule.

SELECTION CONSIDERATIONS: The student is expected to have completed one year of previous study of Latin, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

LATIN II

• LANGUAGE AND MECHANICS

- ☐ Review all grammar, syntax and vocabulary studied in Latin I
- ☐ Decline nouns in the fourth and fifth declensions
- ☐ Compare, decline and translate regular adjectives
- ☐ Compare and translate regular and irregular adverbs
- ☐ Decline and translate the intensive (*ipse*) and demonstrative (*idem*, *iste*) pronouns and adjectives
- ☐ Decline and translate the reflexive pronouns and adjectives
- ☐ Decline and translate irregular adjectives
- ☐ Conjugate and translate in the indicative and imperative moods the irregular verbs: *volo*, *nolo*, *malo*, *eo*, *fio*
- ☐ Conjugate and translate deponent verbs of all conjugations
- ☐ Form, translate and use in sentences the present, perfect and future tenses, active and passive of infinitives
- ☐ Form and translate and use in sentences the various participles
- ☐ Form, translate and use in sentences gerunds and gerundives
- ☐ Conjugate all types of Latin verbs in the subjunctive mood
- ☐ Recognize and translate special uses of the genitive, dative, accusative and ablative cases
- ☐ Build an additional active and passive vocabulary of 500 words
- ☐ Continue the study of derivatives especially of prefixes, suffixes and Latin roots

• LITERARY SKILLS

- ☐ Increase ability to translate Latin passages and to derive the approximate meaning from a Latin passage without exact translation

• CULTURAL DIMENSIONS

- ☐ Demonstrate general knowledge of Roman history from the time of the Gracchi to the end of the Republic
- ☐ Demonstrate specific knowledge of the life of Julius Caesar
- ☐ Demonstrate specific knowledge of the organization of the Roman army and methods of warfare

LATIN II

OBJECTIVE	SAMPLE ACTIVITIES	
LANGUAGE AND MECHANICS		
I. Review all grammar/syntax and vocabulary studied in Latin I	A. Complete review materials which appear in Latin II textbooks, workbooks, review books, or teacher made materials. B. Issue Latin I textbooks for review purposes if available.	
II. Decline nouns in the fourth and fifth declensions	A. Using the vocabulary which accompanies the lessons, have students decline the nouns of the 4th and 5th declensions. B. Give students a list of 4th and 5th declension nouns and have them give the gender, number and case of each noun.	
III. Compare, decline and translate regular and irregular adjectives	A. Give students a list of positive degree adjectives and have students compare them. <i>latus, latior, latissimus</i> <i>miser, miserior, miserrimus</i> <i>acer, acrior, acerrimus</i> <i>facilis, faciliior, facillimus</i> <i>bonus, melior, optimus</i> <i>idoneus, magis idoneus, maxime idoneus</i> B. Using stories in the text, have students change positive degree adjectives to the comparative and superlative forms and preserve the noun agreement. C. Give students a list of adjectives in Latin and have students identify the degree and translate the adjective.	
IV. Compare and translate regular and irregular adverbs	A. Refer to activities under objective III where applicable: <i>late, latius, latissime</i> <i>misere, miserius, miserrime</i> <i>acriter, acrius, acerrime</i> <i>facile, facilius, facillime</i> <i>magnopere, magis, maxime</i>	<i>diu, diutius, diutissime</i>
V. Decline and translate the intensive (<i>ipse</i>) and demonstrative (<i>idem, iste</i>) pronouns and adjective	A. Orally, in unison, decline the adjectives. B. Using a story in the text have students make the adjectives agree with selected nouns. C. Have student decline the adjectives with nouns of the various declensions.	
VI. Decline and translate the reflexive pronouns and adjectives	A. Give students a list of sentences in English and Latin which contain various personal pronouns, intensive adjectives and reflexive pronouns and adjectives and have students identify and translate. Also explain case usage.	

LATIN II

OBJECTIVE	SAMPLE ACTIVITIES
	1. The boy <u>himself</u> loved <u>his</u> sister <u>himself</u> - intensive adjective, nom., s., m., <i>ipse</i> <u>his</u> - reflexive adjective, acc., s., f., <i>suum</i> 2. Julia liked <u>his</u> sister. <u>his</u> pronoun, gen., s., m., <i>eius</i> 3. The Romans defend <u>themselves</u> <u>themselves</u> - reflexive pronoun, acc., m., pl., <i>se</i> 4. I saw <u>myself</u> in the mirror. <u>I</u> - personal pronoun, nom., s., m., <i>Ego</i> <u>myself</u> - reflexive pronoun, acc., s., m., <i>me</i> 5. You did it <u>yourself</u> Marcus <u>You</u> - personal pronoun, nom., s., m., <i>Tu</i> <u>It</u> - personal pronoun, acc., s., m., <i>id</i> <u>Yourself</u> - intensive adjective, nom., s., m., <i>ipse</i> B. Have students decline the reflexive pronouns and adjectives orally, in unison.
VII. Decline and translate irregular adjectives	A. Give students a list of irregular adjectives (<i>alius, alter, neuter, nullus, solus, totus, ullus, uter, uterque</i>) to decline. B. Give students a list of nouns of various declensions to drill with irregular adjectives.
VIII. Conjugate and translate in the indicative and imperative moods the irregular verbs: <i>volo, nolo, malo, eo, fio</i>	A. Have students write selected synopses of the irregular verbs. B. Give students a list of irregular verbs in various forms to analyze and translate.
IX. Conjugate and translate deponent verbs of all conjugations	A. Refer to activities in objective VIII.
X. Form, translate and use in sentences the present, perfect, and future tenses, active and passive of infinitives	A. Give students a list of regular, irregular, and deponent verbs to form the various infinitives and translate. B. Give students a list of Latin infinitives in various forms to give the tense, voice and translation. C. Give students a list of Latin sentences containing various usages of the infinitive to translate and identify the usage.

LATIN II

OBJECTIVE	SAMPLE ACTIVITIES
	1. <i>Gratum est ire Romam.</i> It is pleasing to go to Rome - subjective infinitive. 2. <i>Currere celeriter potest.</i> He can run quickly - complementary infinitive. 3. <i>Caesar viros pugnare iussit.</i> Caesar ordered the men to fight - objective infinitive. 4. <i>Dixit Caesarem</i> a) <i>venturum esse</i> b) <i>venire</i> c) <i>venisse</i> He said that Caesar a) would come b) is coming c) came indirect discourse D. Give students a list of English sentences containing indirect statements. Have students translate into Latin at least the subject and the verb of the indirect statement.
XI. Form, translate and use in sentences the various participles	A. Give students a list of verbs in Latin to form the various participles. B. Give students a list of participles in Latin of various forms to analyze and translate. C. Give students a list of Latin sentences to give the usage of the participles and translate. 1. <i>Puer sub arbore sedens est frater</i> - adjective The boy <u>sitting</u> under the tree is my brother. 2. <i>Territae a pueris puellae in villam</i> - adjective - <u>terrified</u> by the boys, the girls ran into the farm house. 3. <i>Signo dato exercitus oppugnavit</i> - ablative absolute - When the signal <u>had been given</u>, the army attacked. 4. <i>Caesare consulo pax erat</i> - ablative absolute (participle understood) - When Caesar <u>was</u> consul, there was peace. 5. <i>Cras discessuri sunt</i> - active periphrastic They are <u>going to leave</u> tomorrow 6. <i>Id faciendum est</i> - present passive periphrastic tense - This <u>must be done</u>.

LATIN II

OBJECTIVE	SAMPLE ACTIVITIES
	D. Give students a list of English sentences containing clauses which can be translated into ablative absolutes. Have students translate these clauses and explain the tense of the participle used. 1. While the men were fighting, the citizens remained in the city. <i>Viris pugnantibus</i> - present participle shows contemporaneous action. 2. After the battle was completed, the men returned home. <i>Proelio confecto</i> - perfect participle shows time before the main verb. 3. Because Gaul had been conquered, Caesar returned to Italy. <i>Gallia victa</i> - perfect participle shows time before main verb. 4. Since the danger was great, every man carried a sword. <i>Periculo magno</i> - the verb "to be" is not expressed in an ablative absolute.
XII. Form, translate, & use in sentences gerunds and gerundives	A. Give students a list of regular, irregular, and deponent verbs to form gerunds and gerundives. B. Give students English sentences containing gerunds to be translated into Latin. 1. We learn by reading. <i>Legendo discimus</i> 2. We learn by reading books. <i>Libris legendis discimus</i> 3. We like drinking. <i>Bibendum amamus</i> 4. We like drinking water. <i>Aquam bibendam amamus</i> 5. We have teeth for eating. <i>Edendi causa (gratia) dentes habemus.</i> 6. We have teeth for eating food. <i>Cibi edendi causa (gratia) (or ad cibum edendum) dentes habemus.</i>
XIII. Conjugate all types of Latin verbs in the subjunctive mood	A. Have students write synopses of verbs. B. Give students a list of indicative mood verbs to be changed to the subjunctive mood. C. Give students a list of verbs in various subjunctive forms to analyze. D. Give students a list of verbs in all moods to analyze.
XIV. Recognize and translate Latin sentences containing verbs in the subjunctive mood	A. Give students a list of Latin sentences illustrating uses of the subjunctive to translate and identify the usage. 1. <i>Eamus</i> - Let us go! - hortatory 2. <i>Ut urbem videremus venimus.</i>

LATIN III

TITLE: LATIN 3 R

Latin III - Latin Prose Literature

COURSE: 751515

DESCRIPTION: This course may be taken in any sequence after Latin II level courses. In this course students: 1) study the cause of the century of revolution and the actual versus theoretical operation of the Roman government; 2) read literary selections which serve as a basis for both language and cultural analysis; 3) study the results of mismanagement by government leaders and compare Roman problems to contemporary government.

SELECTION CONSIDERATIONS: The student is expected to have completed two years of previous study of Latin. Florida Scholar's Program. (Grades 7-12)

TITLE: H LATIN 3

Latin III - Honors
Latin Prose Literature

COURSE: 751525

DESCRIPTION: This course may be taken in any sequence after Latin II level courses. In this course the students will: 1) explore in-depth the causes of the Roman revolution, and the actual versus theoretical operation of the Roman government; 2) read literary selections which serve as a basis for both language and cultural analysis; 3) analyze the results of mismanagement by government leaders and its effect on government structure and compare these problems to those of contemporary government.

SELECTION CONSIDERATIONS: The student is expected to have completed two years of previous study of Latin, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

LATIN II

OBJECTIVE	SAMPLE ACTIVITIES
and to derive the approximate meaning from a Latin passage without exact translation	B. Have students sight read passages in class. C. Group students randomly or by ability to translate as a team. D. Assign a sight translation passage to be done individually in class for a grade.
CULTURAL DIMENSIONS	
XIX. Demonstrate general knowledge of Roman history from the time of the Gracchi to the end of the Republic	A. Assign or read in class the background material given in the text. B. Prepare lectures taken from outside resources. C. Show films, filmstrips or slides. *D. Student may prepare oral or written reports on specific topics: Gracchi Brothers, Marius, Sulla, Social War, Pompey, Julius Caesar, etc.
XX. Demonstrate specific knowledge of the life of Julius Caesar	A. Assign/read the English biographical material supplied in the text. B. Prepare lectures from supplementary materials. C. Show films, filmstrips/slides *D. Have students read Shakespeare's <u>Julius Caesar</u> and compare with the historical Julius Caesar. *E. Have students read an historical novel or biography of Julius Caesar.
XXI. Demonstrate specific knowledge of the organization of the Roman army and methods of warfare	A. Read/assign English material supplied in the text. B. Prepare lectures. C. Show films, filmstrips, slides. *D. Students may construct models/replicas of military camps, equipment, or clothing.

* It is suggested that these sample activities be used with more advanced students/classes.

LATIN III

TITLE: LATIN 3 R

Latin III - Latin Prose Literature

COURSE: 751515

DESCRIPTION: This course may be taken in any sequence after Latin II level courses. In this course students: 1) study the cause of the century of revolution and the actual versus theoretical operation of the Roman government; 2) read literary selections which serve as a basis for both language and cultural analysis; 3) study the results of mismanagement by government leaders and compare Roman problems to contemporary government.

SELECTION CONSIDERATIONS: The student is expected to have completed two years of previous study of Latin. Florida Scholar's Program. (Grades 7-12)

TITLE: H LATIN 3

Latin III - Honors
Latin Prose Literature

COURSE: 751525

DESCRIPTION: This course may be taken in any sequence after Latin II level courses. In this course the students will: 1) explore in-depth the causes of the Roman revolution, and the actual versus theoretical operation of the Roman government; 2) read literary selections which serve as a basis for both language and cultural analysis; 3) analyze the results of mismanagement by government leaders and its effect on government structure and compare these problems to those of contemporary government.

SELECTION CONSIDERATIONS: The student is expected to have completed two years of previous study of Latin, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

LATIN III

• LANGUAGE AND MECHANICS

- ☐ Reinforce all previously taught grammar skills
- ☐ Translate a Latin prose passage accurately into idiomatic English
- ☐ Acquire a working vocabulary of the authors studied

• LITERARY SKILLS

- ☐ Comprehend the prose of writers such as Cicero, Sallust, Pliny, or Livy
- ☐ Demonstrate knowledge of rhetorical figures, transitional words and phrases, and divisions of an oration

• CULTURAL DIMENSIONS

- ☐ Demonstrate knowledge of the life and works of the authors studied
- ☐ Demonstrate knowledge of Epicurean and Stoic philosophies, Roman government, and the background of the Ciceronian era

LATIN III

OBJECTIVE	SAMPLE ACTIVITIES
LANGUAGE AND MECHANICS	
I. Reinforce all previously taught grammar skills	A. Use supplementary workbooks, review books, or teacher-made materials. B. Continually review forms, and grammar/syntax throughout the year's course of study.
II. Translate a Latin prose passage accurately into idiomatic English	A. Sight read passages aloud in class with prompting. B. Assign passages to be prepared as homework for recitation in class. C. Group students randomly or by ability to translate a passage as a team. D. Give a sight passage to be translated in class for a grade.
III. Acquire a working vocabulary of the authors studied	A. Provide students with a working vocabulary list either contained in the text, gathered from supplementary material, or prepared by the teacher. B. Have vocabulary quizzes at appropriate intervals. C. Have students make a derivative notebook using vocabulary lists provided.
LITERARY SKILLS	
IV. Comprehend the prose of writers such as Cicero, Sallust, Pliny, or Livy	A. Discuss specific topics presented in the literature. *B. Assign an essay discussing topics presented in the literature. *C. Have students do outside reading in supplementary books and journals concerning the persons, ideas, and periods of history presented in the literature.
V. Demonstrate a knowledge of rhetorical figures, transitional words and phrases, and divisions of an oration	A. Provide students with a list of rhetorical figures with their definitions and examples of each.

*It is suggested that these sample activities be used with more advanced students/classes.

LATIN III

OBJECTIVE	SAMPLE ACTIVITIES
	B. Give students a list of sentences containing rhetorical figures for recognition and identification. C. Have students identify rhetorical figures and transitional words and phrases in material read. D. Divide orations read into their components according to Ciceronian style. *E. Have students obtain copies of speeches by famous world figures and analyze them according to Ciceronian style. Have students evaluate the effectiveness of the speeches and defend their arguments.
CULTURAL DIMENSIONS	
VI. Demonstrate a knowledge of the lives and works of authors studied	A. Consult introductory material in textbooks. B. Use films, filmstrips, and/or lectures. *C. Assign outside reading in supplementary books and journals. *D. Assign reports or term papers on selected topics.
VII. Demonstrate a knowledge of Epicurean and stoic philosophies, Roman government, and the background of the Ciceronian Era	A. Read background information provided in the text. B. Give lectures prepared from supplementary materials. C. Show films and/or filmstrips. *D. Assign reading in supplementary books and journals. *E. Assign oral/or written reports or term papers on topics such as: 1) Compare Roman Epicureanism with that of Epicurus. 2) Trace the development of Stoicism from its origins in Greece to the Ciceronian era. 3) Trace the development of Roman government from the beginning of the Republic until the time of Cicero. 4) Discuss the two Catilinarian conspiracies including causes, results, and Cicero's role.

LATIN IV

TITLE: LATIN 4 R

Latin IV - Latin Epic and Lyric
Poetry

COURSE: 751615

DESCRIPTION: This course may be taken in any sequence after Latin II level courses. In this course the students acquire a general view of literature of the Augustan Age and Graeco-Roman mythology. There is an emphasis on the study of Vergil, the great adventurer, his life through biographies, and his works. Aeneid books 1-6 serve as a basis for both language analysis and study of poetic devices.

SELECTION CONSIDERATIONS: The student is expected to have completed two years of previous study of Latin. Florida Scholar's Program. (Grades 7-12)

TITLE: H LATIN 4

Latin IV - Honors
Latin Epic and Lyric Poetry

COURSE: 751625

DESCRIPTION: This course may be taken in any sequence after Latin II level courses. In this course the students acquire in-depth knowledge of the literature of the Augustan age and Graeco-Roman mythology, with emphasis on Vergil, the great adventurer, his life through biographies, and his works. Aeneid books 1-6 are studied for both language analysis and the use of poetic devices.

SELECTION CONSIDERATIONS: The student is expected to have completed two years of previous study of Latin, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

LATIN IV

• LANGUAGE AND MECHANICS

- ☐ Review basic Latin forms, syntax and grammar
- ☐ Translate Latin poetry accurately into idiomatic English
- ☐ Read and comprehend Latin poetry by Vergil, Catullus, Horace, Ovid and/or Martial
- ☐ Acquire a working vocabulary of the authors studied

• LITERARY SKILLS

- ☐ Demonstrate knowledge of Latin poetic structure and usage, versification, syllabification, scansion, and figures of speech

• CULTURAL DIMENSIONS

- ☐ Demonstrate a knowledge of the Augustan Age and of the lives, philosophies, and religion of the poets studied
- ☐ Demonstrate knowledge of Greek and Roman mythologies, pre-Olympian gods, minor deities (nymphs, fates, furies, muses, graces, lares and penates), the underworld, classical allusions in world literature, e.g., Achilles heel, Adonis, Narcissus, a Greek bearing gifts, Trojan horse, etc.

LATIN IV

OBJECTIVE	SAMPLE ACTIVITIES
LANGUAGE & MECHANICS	
I. Review basic Latin forms, and syntax/grammar	A. Utilize workbooks, review texts and teacher made materials. B. Continually review forms and grammar throughout the year's course of study by using the passages for translation in the text.
II. Translate Latin poetry accurately into idiomatic English	A. Assign passages for sight reading in class with prompting. B. Assign passages to be prepared as homework for class recitation. C. Assign students randomly or by ability to translate passages as a team. D. Assign passages for sight translation to be graded by the teacher.
III. Read and comprehend Latin poetry by Vergil, Catullus, Horace, Ovid and/or Martial	A. Discuss specific topics presented in the literature. *B. Assign oral or written papers concerning topics presented in the literature. *C. Assign outside reading in supplementary materials concerning persons, ideas, and periods of history presented in the literature.
IV. Acquire a working vocabulary of the authors studied	A. Provide students with a working vocabulary list either contained in the text, gathered from outside sources, or prepared by the teacher. B. Have vocabulary quizzes at regular intervals. C. Have students create a derivative note book from the vocabulary list provided.
LITERARY SKILLS	
V. Demonstrate knowledge of Latin poetic structure and, usage, versification, syllabification, scansion, and figures of speech	A. Read supplementary material provided in the text. B. Provide students with a list of verses containing figures of speech for recognition and identification. C. Have students identify figures of speech in passages translated. D. Have students scan randomly selected lines of poetry.

* It is suggested that these sample activities be used for more advanced students/classes.

LATIN IV

OBJECTIVE	SAMPLE ACTIVITIES
CULTURAL DIMENSIONS	
VI. Demonstrate knowledge of the Augustan Age and of the lives, philosophies, and religion of the poets studied	A. Consult the introductory material in the text. B. Utilize films, filmstrips and lectures. *C. Assign outside readings on authors. *D. Assign reports/term papers on selected topics.
VII. Demonstrate knowledge of Greek and Roman mythologies, pre-Olympian gods, Olympian gods, minor deities, nymphs, fates, furies, muses, graces, lares and penates, the underworld classical allusions in world literature (Achilles, heel, Adonis, Narcissus, a Greek bearing gifts, Trojan horse, etc.)	A. Read the <u>Aeneid</u>, <u>Iliad</u>, and <u>Odyssey</u> in translation. B. Assign supplementary readings in Greek and Roman mythology. C. Show films, filmstrips, and slides. D. Prepare class lectures from supplementary materials. *E. Assign reports/term papers on appropriate topics.

LATIN V

TITLE: LATIN 5 R

Latin V - Roman Drama

COURSE: 751815

DESCRIPTION: This course may be taken in any sequence after Latin II level courses. In this course students study Roman drama with emphasis on the comedies of Plautus and Terence and the tragedies of Seneca.

SELECTION CONSIDERATIONS: The student is expected to have completed at least two years of previous study of Latin. Florida Scholar's Program. (Grades 9-12)

TITLE: H LATIN 5

Latin V - Honors Roman Drama

COURSE: 751825

DESCRIPTION: This course may be taken in any sequence after Latin II level courses. In this course the students acquire in-depth knowledge and analyze: 1) Roman drama with emphasis on the comedies of Plautus and Terence; 2) the tragedies of Seneca.

SELECTION CONSIDERATIONS: The student is expected to have completed at least two years of previous study of Latin, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

LATIN V

• LANGUAGE AND MECHANICS

- ☐ Reinforce all previously taught grammar skills
- ☐ Recognize early Latin spellings and grammatical forms
- ☐ Translate various passages of the plays of Plautus, Terence, and Seneca into idiomatic English

• LITERARY SKILLS

- ☐ Identify the characteristics of Roman drama and its production
- ☐ Identify the elements of Roman comedy

• CULTURAL DIMENSIONS

- ☐ Trace the development of Roman comedy from Greek comedy
- ☐ Demonstrate knowledge of the lives and works of the authors studied and the politics and history of the times in which they lived and wrote.

LATIN V

OBJECTIVE	SAMPLE ACTIVITIES
LANGUAGE & MECHANICS	
I. Reinforce all previously taught grammar skills	A. Use supplementary workbooks, review books, or teacher-made materials. B. Continually review forms and grammar/syntax throughout the year's course of study.
II. Recognize early Latin spellings and grammatical forms	A. Refer to introduction in text and other supplementary materials.
III. Translate various passages of the plays of Plautus, Terence, and Seneca into idiomatic English	A. Sight read passages aloud in class with prompting. B. Assign passages to be prepared as homework for recitation in class. C. Group students randomly or by ability to translate a passage as a team. D. Give a sight passage to be translated in class for a grade.
LITERARY SKILLS	
IV. Identify the characteristics of Roman drama and its production	A. Read introductory material in text and other supplementary materials. B. Prepare lectures from supplementary materials. C. Show films, filmstrips, and/or slides. *D. Assign reports or term papers on selected topics such as: Trace the original development of: 1) costuming 2) stock characters 3) the use of masks in Roman drama. *E. Attend movies or dramatic performances of Greek or Roman plays.
V. Identify the elements of Roman comedy	A. Read introductory material in text and other supplementary materials. B. Have students identify and interpret the elements of Roman comedy when they occur in the readings.
CULTURAL DIMENSION	
VI. Trace the development of Roman comedy from Greek comedy	Refer to the activities listed under objective IV.

*It is suggested that these sample activities be used with more advanced students/classes.

LATIN V

OBJECTIVE	SAMPLE ACTIVITIES
VII. Demonstrate a knowledge of the lives and works of the authors studied and the politics and history of the times in which they lived and wrote	A. Consult introductory material in textbooks. B. Use films, filmstrips, and/or lectures. *C. Assign outside reading in supplementary books and journals. *D. Assign reports and term papers on selected topics such as: 1) Read Seneca's <u>Oedipus</u> and Sophocles' <u>Oedipus the King</u> and write a paper which compares and contrasts the two plays. Seneca's <u>Medea</u> and Euripides' <u>Medea</u> may also be used. 2) Select various plays of Plautus and Terence to be read in translation. Have students analyze them.

LATIN - ADVANCED PLACEMENT

TITLE: AP LAT VR

Advanced Placement Latin -
Vergil

COURSE: 759435

DESCRIPTION: The contents of this course is guided and determined by the Advanced Placement Vergil Course Description, published each year by the College Board.

SELECTION CONSIDERATIONS: The student is expected to have completed at least two years of previous study of Latin, and have teacher recommendation Florida Scholar's Program. (Grades 9-12)

TITLE: AP LAT HC

Advanced Placement Latin -
Horace and Catullus

COURSE: 759535

DESCRIPTION: The contents of this course is guided and determined by the Advanced Placement Horace and Catullus Course Description, published each year by the College Board.

SELECTION CONSIDERATIONS: The student is expected to have completed at least two years of previous study of Latin, and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

ADVANCED PLACEMENT - VERGIL

• LANGUAGE AND MECHANICS

- ☐ Reinforce all previously taught grammar skills
- ☐ Translate passages from the Aeneid as determined by the Advanced Placement Program Guidelines accurately into idiomatic English

• LITERARY SKILLS

- ☐ Translate and explain specific words or phrases in context and evolve meanings of unfamiliar words from the context of the Latin sentence and possible English derivatives
- ☐ Demonstrate a critical appreciation of characteristic or noteworthy features of the poet's mode of expression, including his use of imagery, figures of speech, sounds and metrical effects, as seen in specific passages
- ☐ Discuss particular motifs or general themes suggested by specific passages but relevant also to the poem as a whole
- ☐ Analyze critically characters or situations as portrayed in specific passages
- ☐ Identify the context and significance of short excerpts from the required reading
- ☐ Scan lines of dactylic hexameter
- ☐ Demonstrate knowledge of the characteristics of epic poetry
- ☐ Analyze critically the qualities of English translations of particular passages in the Aeneid

• CULTURAL DIMENSIONS

- ☐ Demonstrate knowledge of the historical significance of the events occurring in the Roman world from 44 B.C. to 14 A.D.

AP VERGIL

OBJECTIVE	SAMPLE ACTIVITIES
LANGUAGE & MECHANICS	
I. Reinforce all previously taught grammar skills	A. Use supplementary workbooks, review books, or teacher-made materials. B. Continually review forms and grammar/syntax throughout the year's course of study.
II. Translate passages from the Aeneid as determined by the Advanced Placement Guidelines accurately into idiomatic English	A. Sight read passages aloud in class with prompting. B. Assign passages to be prepared as homework for recitation in class. C. Group students randomly or by ability to translate a passage as a team. D. Give a sight passage to be translated in class for a grade.
LITERARY SKILLS	
III. Translate and explain specific words or phrases in context and evolve meanings of unfamiliar words from the context of the Latin sentence and possible English derivatives	A. Have students sight read passages without the aid of dictionaries or vocabulary lists. B. Give students selected passages from the Aeneid and have them translate and explain specific words and phrases in respect to the context of the passage.
IV. Demonstrate a critical appreciation of characteristic or noteworthy features of the poet's mode of expression, including his use of imagery, figures of speech, sounds and metrical effects, as seen in specific passages	A. Read introductory material found in text and provided by the Advanced Placement Program. B. Have students identify and discuss stylistic features of the author as they encounter them while translating. C. Assign supplementary reading in books and journals. D. Give the students a list of verses containing figures of speech for recognition and identification. E. Have students identify figures of speech in material read. F. Refer to the free response sections of past Advanced Placement Examinations for sample questions.
V. Discuss particular motifs or general themes suggested by specific passages	A. Discuss and motifs and themes as they appear in passages read. B. Refer to the free response sections of past Advanced

AP VERGIL

OBJECTIVE	SAMPLE ACTIVITIES
sages but also relevant to the poem as a whole	Placement Examinations for sample questions. C. Assign supplementary readings in books and journals. D. Assign students a specific theme or motif and have them write a term paper which thoroughly analyzes and discusses the theme or motif in reference to the <u>Aeneid</u> as a whole. Suggested topics: 1) Does man determine his own fate? 2) What is the purpose of the intervention of the gods? 3) What is the purpose of prophecy in the <u>Aeneid</u>? 4) Identify and discuss the concept of and the different types of love present in the <u>Aeneid</u>.
VI. Analyze critically characters or situations as portrayed in specific passages	A. Have each student select a major character in the <u>Aeneid</u> and write a report or paper that traces the development of that character throughout the <u>Aeneid</u>. Have students justify their analyses by citing specific passages. B. Assign specific passages and have students analyze the symbolism, meaning, and purpose of the passage in reference to the book in which it appears and to the <u>Aeneid</u> as a whole. C. Refer to the free response sections of past Advanced Placement Examinations for sample questions. D. Assign supplementary readings
VII. Identify the context and significance of short excerpts from the required reading	A. Give students a collection of short passages and have them briefly explain the context and its relevance to the narrative. B. Refer to the free response sections of past Advanced Placement Examinations for sample questions.
VIII. Scan lines of dactylic hexameter	A. Introduce students to the rules of syllabification and scansion. B. Have students scan random passages from the <u>Aeneid</u>.
IX. Demonstrate a knowledge of the characteristics of epic poetry	A. Read introductory material in text and supplement with a lecture. B. Have students cite specific ways in which the <u>Aeneid</u> adheres to the definition of an epic poem.
X. Analyze critically the qualities of English translations of particu-	A. Select a passage in the <u>Aeneid</u> and give students two or three English translations of the passage. Have students analyze the translations, select the best or most effective one, and explain why.

AP VERGIL

OBJECTIVE	SAMPLE ACTIVITIES
lar passages in the <u>Aeneid</u>	B. Refer to the free response sections of past Advanced Placement Examinations for sample questions.
CULTURAL DIMENSIONS	
XI. Demonstrate a knowledge of the life and works of Vergil	A. Consult introductory material in textbooks. B. Use films, filmstrips, and/or lectures. C. Assign outside reading in supplementary books and journals.
XII. Demonstrate a knowledge of the historical significance of the events occurring in the Roman world from 44 B.C. to 14 A.D.	A. Refer to introduction in the text and supplementary material. B. Use films, filmstrips, and/or lectures. C. Assign outside reading in supplementary books and journals. D. Direct class discussions and/or assign written papers concerning important persons and events. Suggested topics: 1) Battle of Actium 2) The causes of friction between Octavian and Augustus. 3) Cleopatra's role in the power struggle between Octavian and Anthony. 4) Discuss Augustus' organization of the Roman government and his programs.

ADVANCED PLACEMENT - CATULLUS/HORACE

• LANGUAGE AND MECHANICS

- ☐ Reinforce all previously taught grammar skills
- ☐ Translate accurately into idiomatic English poems of Catullus and Odes of Horace as determined by the Advanced Placement Program guidelines, but not limited to these

• LITERARY SKILLS

- ☐ Demonstrate a critical appreciation of characteristic or noteworthy features of the poets' mode of expression, including usage of imagery, figures of speech, sounds, and metrical effects
- ☐ Explain specific words and phrases in context and evolve meanings for unfamiliar words from the context of the Latin sentence or from possible English derivatives
- ☐ Identify and analyze particular motifs or general themes suggested by passages but relevant also to other poems
- ☐ Identify the context and significance of short excerpts from the poems of Catullus and the Odes
- ☐ Scan lines of the following meters: dactylic hexameter, Alcaic, Sapphic, the third and fourth Asclepiadean, Elegiac, and hendecasyllabic meters
- ☐ Analyze critically the qualities of English translations of various poems of Catullus and Horace.

• CULTURAL DIMENSIONS

- ☐ Demonstrate knowledge of the life and works of Catullus and Horace
- ☐ Demonstrate knowledge of the significant historical events from 100 B.C. to 14 A.D.

A.P. CATULLUS/HORACE

OBJECTIVE	SAMPLE ACTIVITIES
<u>LANGUAGE & MECHANICS</u>	
I. Reinforce all previously taught grammar skills	A. Utilize workbooks, review texts and teacher made materials. B. Continually review forms and grammar while translating passages.
II. Translate accurately into idiomatic English poems of Catullus and Odes of Horace as determined by the A.P. course guidelines, but not limited to these	A. Assign passages for sight reading in class. B. Assign passages to be prepared as homework for recitation in class. C. Assign students randomly or by ability to translate passages as a team. D. Assign passages to be translated in class to be graded by the instructor.
<u>LITERARY SKILLS</u>	
III. Demonstrate a critical appreciation of characteristic or noteworthy features of the poet's mode of expression, including his use of imagery, figures of speech, and metrical effects	A. Read introductory materials found in text. B. Provide students with list of verses containing figures of speech for recognition/identification. C. Have students identify figures of speech in material read. D. Have students scan randomly selected lines of poetry. E. Refer to past copies of free response sections of A.P. exams for sample questions.
IV. Explain specific words and phrases in context and evolve meanings for unfamiliar words from the context of the Latin sentence or English derivative	A. Have students sight read passages without the aid of dictionaries or vocabulary lists. B. Give students selected passages from the poetry and have them translate and explain words and phrases in relation to the context of the passages.
V. Identify and analyze particular motifs or general themes suggested by passages but relevant also to other poems	A. Identify and discuss motifs as they arise in passages read. B. Refer to free response sections of past A.P. examinations for sample questions. C. Assign supplemental readings in journals and books. D. Assign reports/term papers on specific themes/motifs to analyze that theme throughout the poetry of either Catullus or Horace.

A.P. CATULLUS/HORACE

OBJECTIVE	SAMPLE ACTIVITIES
VI. Identify the context and significance of short excerpts from the poems of Catullus and the <u>Odes</u> of Horace	A. Give students a collection of short passages and briefly explain the context and its relevance to the entire poem. B. Refer to free response section of past A.P. exams for sample questions.
VII. Scan lines of the following meters: dactylic hexameter, Alcaic, Sapphic, the third and fourth Asclepiadean, Elegiac, and hendecasyllabic	A. Introduce students to the rules of syllabification and scansion of the required meters. B. Have students scan all or parts of translated poems in the various meters.
VIII. Analyze the qualities of English translations of various poems of Catullus and Horace	A. Give students various translations of a poem to discuss /analyze their merits. B. Refer to free response sections of past A.P. exams for sample questions.
CULTURAL DIMENSIONS	
IX. Demonstrate knowledge of the life and works of each poet	A. Read/assign material provided in the text. B. Assign supplementary reading in journals and books. C. Utilize lectures, films or filmstrips. D. Assign topics for oral or written reports
X. Demonstrate knowledge of the significant historical events from 100 B.C. to 14 A.D.	A. Refer to introductory material in the text. B. Prepare lectures on the period. C. Utilize films or filmstrips. D. Assign topics for oral or written reports.

ALTERNATE PROGRAM

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LATIN I - ALTERNATIVE PROGRAM

TITLE: LATIN 1C

Latin I, Roman Civilization

COURSE: 751316

DESCRIPTION: An alternate first year course for students of Latin. In this course students study some aspects of life in a Roman family, and compare Roman and contemporary societies. The students will recognize Latin phrases and identify English derivatives so as to better understand the effects of Latin and the Romance languages on the development of the English language and other Latin-based influences on English.

SELECTION CONSIDERATIONS: The student is expected to have an interest in Roman society and learning Latin. (Grades 7-12)

LATIN I - ROMAN CIVILIZATION

• LANGUAGE AND MECHANICS

- ☐ Recognize and write the cardinal and ordinal numbers and their corresponding Roman numerals
- ☐ Recognize English words derived from Latin roots and comprehend the meanings of new words through knowledge of prefixes and suffixes
- ☐ Learn vowel and consonant sounds and rules of stressing syllables

• CULTURAL DIMENSIONS

- ☐ Demonstrate a knowledge of customs, history, and mythology of the ancient Romans
- ☐ Demonstrate a knowledge of the effects of Latin on the development of the English language

LATIN I - ROMAN CIVILIZATION

OBJECTIVE	SAMPLE ACTIVITIES												
LANGUAGE AND MECHANICS													
I. Recognize and write the cardinal and ordinal numbers and their corresponding Roman numerals	A. Give students a list of the cardinal and ordinal numerals in Latin for memorization. B. Give students a list of Arabic numerals and have them convert them to Roman numerals and vice versa.												
II. Recognize English words derived from Latin roots and comprehend the meanings of new words through knowledge of prefixes and suffixes	A. Have students give an English derivative for each Latin word on vocabulary quizzes. B. Have students prepare a derivative notebook. Students list vocabulary words by lesson. For each Latin word give an English derivative and the meaning of the English derivative. C. Divide English words into prefix, root, and suffix and discuss the meanings of each component.												
III. Learn vowel and consonant sounds and rules of stressing syllables	A. Have students pronounce the vocabulary words given in each lesson. B. Have students practice reading aloud stories and sentences and correct them where necessary.												
CULTURAL DIMENSIONS													
IV. Demonstrate a knowledge of customs, history, and mythology of the ancient Romans	A. Have students read English essays in the texts available. B. Supplement material with films, filmstrips, slides, and/or lectures. C. Have students recreate an authentic Roman meal such as breakfast (<i>ientaculum</i>), lunch (<i>prandium</i>), or a Roman banquet. *D. Have students prepare oral or written reports on selected topics. *E. Have students read fiction or non-fiction books on appropriate topics and prepare oral or written reports. *F. Have students create projects such as: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. paintings/drawings</td><td style="width: 50%;">6. maps/charts</td></tr> <tr> <td>2. mosaics</td><td>7. posters</td></tr> <tr> <td>3. models</td><td>8. notebooks</td></tr> <tr> <td>4. needlework</td><td>9. audio-visual presentations</td></tr> <tr> <td>5. sculpture</td><td>10. costumes</td></tr> <tr> <td></td><td>11. games</td></tr> </table>	1. paintings/drawings	6. maps/charts	2. mosaics	7. posters	3. models	8. notebooks	4. needlework	9. audio-visual presentations	5. sculpture	10. costumes		11. games
1. paintings/drawings	6. maps/charts												
2. mosaics	7. posters												
3. models	8. notebooks												
4. needlework	9. audio-visual presentations												
5. sculpture	10. costumes												
	11. games												

* It is suggested that these sample activities be used with more advanced students/classes.

LATIN I - ROMAN CIVILIZATION

OBJECTIVE	SAMPLE ACTIVITIES
V. Demonstrate a knowledge of the effects of Latin on the development of the English language	A. Refer to introductory information in text and supplementary materials. B. Show films and/or filmstrips. C. Prepare lectures. D. Prepare posters illustrating word family trees or tracing the development of a Latin word through English or other modern languages.

INSTRUCTIONAL MATERIALS

Latin 1-2

State Adopted

1. Jenney, First Year Latin. Allyn and Bacon, 1979
2. Jenney, Second Year Latin. Allyn and Bacon, 1979
3. Ullman, Latin for Americans, First Book. Macmillan, 1968
4. Ullman, Latin for Americans, Second Book. Macmillan, 1968
5. Hines, Our Latin Heritage, Book I. Harcourt, 1981
6. Hines, Our Latin Heritage, Book II. Harcourt, 1981

Supplementary Readers

1. Case, et. al. Daimon. Independent School Press.
2. Drake. Latin Readings. Scott, Foresman.
3. Drake. Latin Readings. Scott, Foresman.

Latin 3-5

State Adopted

1. Jenney. Third Year Latin. Allyn & Bacon, 1980
2. Jenney. Fourth Year Latin. Allyn & Bacon, 1980
3. Ullman. Latin for Americans, Third Book, MacMillan, 1965

Recommended Readings for Advanced Levels

Level 3:

Cicero.	<u>In Catilinam.</u>
	<u>In Verrem.</u>
	<u>Pro Archia.</u>
Livy.	<u>Ab urbe condita.</u>
Pliny the Younger.	<u>Letters.</u>
Sallust.	<u>Conspiracy of Catiline.</u>

Recommended Supplementary Books - Levels 4 - 5

1. Anderson. The Art of the Aeneid. Prentice-Hall
2. Beare. The Roman Stage - A Short History of the Latin Drama in the Time of the Republic.
3. Bieber. The History of the Greek and Roman Theater. Princeton University Press.
4. Camps. An Introduction to Vergil's Aeneid. Oxford University Press.
5. Commager. The Odes of Horace: A Critical Study. Indiana University.
6. Distler. Vergil and Vergiliana. Loyola University.
7. Fraenkel. Horace. Oxford University Press.
8. Harrington. Catullus and his Influence. Cooper Square.
9. Hight. The Speeches in Vergil's Aeneid. Princeton University Press.
10. Hornsby. Patterns of Action in the Aeneid: An Interpretation of Vergil's Epic Similes. University of Iowa.
11. McKay and Shepherd. Roman Lyric Poetry. St. Martin's Press.
12. Nisbet and Hubbard. A Commentary on Horace: Odes, Book I. Oxford University Press.
13. Nisbet and Hubbard. A Commentary on Horace: Odes, Book II. Oxford University Press.
14. Otis. Vergil: A Study in Civilized Poetry. Oxford University Press.
15. Pharr. Vergil's Aeneid. D. C. Heath.
16. Poschl. The Art of Vergil: Image and Symbol in the Aeneid. University of Michigan Press.
17. Prescott. The Development of Vergil's Art. Russell and Russell.
18. Quinn. The Catullan Revolution. University of Michigan Press.
19. Quinn. Vergil's Aeneid: A Critical Description. University of Michigan Press.
20. Wilkinson. Horace and his Lyric Poetry. Cambridge University Press.

Advanced Placement Materials

Refer to the A.P. Program pamphlet entitled "Beginning an Advanced Placement Classics Course," for a list of suggested texts and supplementary books. Also refer to the list of Recommended Supplementary Books for levels 4 and 5.

Level 4 or A.P:

Catullus.	<u>Carmina.</u>
Horace.	<u>Odes.</u>
	<u>Epodes.</u>
Martial.	<u>Epigrammata.</u>
Ovid.	<u>Metamorphoses.</u>
Vergil.	<u>Aeneid.</u>

Level 5:

Plautus.	<u>Menaechmi.</u>
	<u>Mostellaria.</u>
	<u>Rudens.</u>
Seneca.	<u>Medea.</u>
	<u>Oedipus.</u>
Terence.	<u>Adelphoe.</u>
	<u>Andria.</u>
	<u>Phormio.</u>

Supplementary Materials - All Levels

Grammar/Syntax/Vocabulary

1. Allen and Greenough. New Latin Grammar. Cratzas. Bros.
2. Bennett. New Latin Grammar. Allyn & Bacon.
3. Florian. The Phenomenon of Language. The Independent School Press.
4. Freundlich. Review Text in Latin First Year. Amsco School Publications.
5. Freundlich. Review Text in Latin Two years. Amsco School Publications.
6. Freundlich. Review Text in Latin Three and Four Years. Amsco School Publications.
7. Freundlich. Workbook in Latin First Year. Amsco School Publications.
8. Freundlich. Workbook in Latin Two Years. Amsco School Publications.
9. Gerwig. How to Prepare for College Board Achievement Tests-Latin. Barron's Educational Series.
10. Gildersleeve. Latin Grammar. St. Martin's Press.
11. Hale and Buck. A Latin Grammar. University of Chicago Press.
12. McGill. Caesar's Forms and Syntax. Barron's Educational Series.
13. Pearl. Companion to Caesar. College Entrance Book Co.
14. Pearl. Companion to Cicero. College Entrance Book Co.
15. Pearl. Companion to Vergil. College Entrance Book Co.
16. Phyllides. Latin Review Exercises I-II. Educator's Publishing Service.
17. Phyllides. Latin Review Exercises II-III. Educator's Publishing Service.

Roman Culture

1. Carcopino. Daily Life in Ancient Rome. Yale University Press.
2. Church. Roman Life in the Days of Cicero. Biblo and Tannen.
3. Davis. A Day in Old Rome. Allyn & Bacon.
4. Johnston. Roman Life. Scott, Foresman, and Co.
5. Mills. The Book of the Ancient Romans. Putnam.

6. Aspects of Roman Life. Longman Group Ltd. (Series)

The Roman House

Roman Towns

Roman Family Life

Roman Sports and Entertainment

Roman Archaeology

Roman Trade and Travel

The Roman Army

Roman Religion

Roman Technology and Crafts

Roman Farming and Country Life

7. The Cambridge Introduction to the History of Mankind - Course Book:
Cairns. The Romans and their Empire. Cambridge University Press.

Topics Books:

Andrews.	<u>Boudicca's Revolt.</u>
Andrews.	<u>Pompeii.</u>
Reynolds.	<u>Farming in the Iron Age.</u>
Wilkes.	<u>The Roman Army.</u>

History

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|---------------------|--------------------------------------|--------------------|
| 1. Asimov. | <u>The Roman Empire</u> | Houghton Mifflin |
| | <u>The Roman Republic</u> | Houghton Mifflin |
| 2. Boak & Sinigen: | <u>A History of Rome to 565 A.D.</u> | McMillan |
| 3. Cary & Scullard: | <u>A History of Rome</u> | St. Martin's Press |
| 4. Grant, Michael: | <u>History of Rome</u> | Scribner's |
| 5. Mackendrick: | <u>The Roman Mind at Work</u> | Anvil |
| 6. Scullard: | <u>From the Gracchi to Nero</u> | Barnes & Noble |

Mythology

- | | | |
|------------------------|--|--------------------------|
| 1. Bulfinch: | <u>Bulfinch's Mythology</u> | Mc Kay |
| 2. Carpenter & Gula: | <u>Mythology-Greek & Roman</u> | Independent School Press |
| 3. Gayley: | <u>Classical Myths in English Literature</u>
<u>and Art</u> | Ginn |
| 4. Grant: | <u>Roman Myths</u> | Mentor |
| 5. Graves: | <u>The Greek Myths 2 vol.</u> | Penguin |
| 6. Guerber: | <u>Myths of Greece and Rome</u> | British Book Centre |
| 7. Hamilton: | <u>Mythology</u> | Mentor |
| 8. Herzberg: | <u>Myths & Their Meaning</u> | Allyn & Bacon |
| 9. Morford & Lenachen: | <u>Classical Mythology</u> | David |
| 10. Rose: | <u>Handbook of Greek Myth</u> | Dutton |

Classical Handbooks

1. Avery, Catherine, New Century Classical Handbook, Appleton-Century-Crofts
2. Cary, m. et.al, The Oxford Classical Dictionary, Oxford: Clarendon Press.
3. Dictionary of Classical Literature and Antiquities, Harper & Brothers
4. Harvey, Sir Paul, The Oxford Companion to Classical Literature, Oxford: Clarendon Press.

Literary History

1. Duff. A Literary History of Rome in the Golden Age. Barnes & Noble.
2. Duff. A Literary History of Rome in the Silver Age. Benn.
3. Hadas. A History of Latin Literature. Columbia University Press.
4. Mackail. Latin Literature. MacMillan.
5. Rose. A Handbook of Latin Literature. Methuen.

Journals

1. Classical Journal (CJ)
2. Classical Outlook (CO)
3. Classical Philology (CP)
4. Classical Review (CR)
5. Classical World (CW)
6. Greece and Rome
7. Hermes
8. Transactions and Proceedings of the American Philological Association (TAPA)
9. Vergilius

Sources for Materials

American Classical League, Miami University, Oxford, Ohio 45056

Pompeliana, Inc., 6026 Indianola Ave., Indianapolis, Indiana 46220

Historical Fiction

1. Anderson, P. L. For Freedom and for Gaul
Pugnax, the Gladiator
A Slave of Catiline
With the Eagles

2. Bau Mann, I Marched with Hannibal
3. Bulwer-Lytton, Sir Edward. The Last Days of Pompeii
4. Caldwell, T. Pillar of Iron
5. Church, Alfred Lucius, Adventures of a Roman Boy
6. Costain, T. B. The Silver Chalice
7. Davis A Friend of Caesar
8. Donaver Swords Against Carthage
9. Gann Masada
10. Gale Julia Valeria
11. Gerson The Golden Lyre
12. Graves I, Claudius
Claudius the God
13. Greene Tale of Troy
14. Hunter The Barbarian Princess
The Centurion
15. Lamb Hannibal, Alexander of Macedon
16. Machado In Caesar's Shadow
17. Malvern The Secret Sign
18. Mitchison The Conquered
19. Renault Funeral Games
Persian Boy
Tears for Apollo
The Bull From the Sea
The King must Die
20. Sapir The Far Arena
21. Shore Captive Princess
22. Sienkiwicz Quo Vadis
23. Sutcliffe Eagle of the Ninth
The Outcast
24. Trease Message to Hadrian
25. Wallace Ben Hur
26. Wells With Caesar's Legions
27. Whitehead The Standard Bearer
28. Williamson Eagle Have Flown

Films in Dade County A/V Catalogue

1-32366 Ancient Games	28 min
1-0478 Ancient Greece	10 min
1-15031 Ancient Moderns: Greek Island Art, 2000-3000 BC	19 min
1-05152 Ancient Rome	11 min
1-05147 Ancient World Influences	11 min
1-05147 Aristotle's Ethics - Theory of Happiness	30 min
1-31012 Assassination of Julius Caesar	27 min
1-31012 Athens - The Golden Age	30 min
1-12597 The Byzantine Empire	14 min
1-14978 Debt to the Past - Language & Communication	16 min
1-12524 Decline of the Roman Empire	14 min
1-14471 The Dig - (techniques)	20 min
1-12216 Enchanted City (Petra)	13 min
1-11818 Four Views of Caesar	23 min
1-10593 Fra Jacobus (in latin)	15 min
1-30920 Greek Lyric Poetry	30 min
1-32268 Greek Myths Pt. I Myth as fiction, history & ritual	27 min
1-32269 Greek Myths Pt. II Myth as Science, Religion & drama	27 min
1-31758 Greek Sculpture	25 min
1-31320 Greek, The - In Search of Meaning	26 min
1-12527 The Holy Roman Empire	14 min
1-31014 Julius Caesar - The Rise of the Roman Empire	22 min
1-11819 Julius Caesar - Act III Scene II The Forum	19 min
1-11991 Life in Ancient Greece (Home & Education)	14 min
1-04739 Life in Ancient Greece (Role of Citizen)	11 min
1-12518 Life in Ancient Rome	14 min
1-04660 Life in Ancient Rome (The family)	11 min
1-30030 Man & The State Trial of Socrates	29 min
1-11063 Mythology of Greece & Rome (Explain Natural Phenomena)	16 min
1-31205 Odyssey Pt. I Structure of the Epic	27 min
1-31203 Odyssey Pt. II The Return of Odysseus	26 min
1-31207 Odyssey Pt. III The Central Themes	28 min
1-30904 Oedipus Rex Pt. I The Age of Socrates	30 min
1-30908 Oedipus Rex Pt. II The Character of Oedipus	30 min

Films in Dade County A/V Catalogue (Continued)

1-30912 Oedipus Rex Pt. III	Man & God	30 min
1-30916 Oedipus Rex Pt. IV	The Recovery of Oedipus	30 min
1-31195 Plato's Apology	The Life & Teachings of Socrates	30 min
1-04663 Pompeii	— Vesuvius	11 min
1-15281	Rise and Decline of the Roman Empire	19 min
1-13330	Rise of Greek Art	18 min
1-12519	Rise of the Roman Empire	14 min
1-12522	Roman Life in Ancient Pompeii	16 min
1-04552	Roman Wall	11 min
1-31163	Romans Life, Laughter, & Laws	27 min
1-31209	Spirit of Rome	29 min
1-11189	Violence - Just for Fun	15 min